

## Revising with Style

## LESSON

## 20

## Combining Sentences III

When writing to inform, keep in mind that not every piece of information requires its own sentence. To say more in a shorter space, take a phrase from one sentence and add it to another. A **phrase** is a group of related words that does not have a subject and a predicate and that functions in a sentence as a single part of speech. See below for ways to combine sentences by using various kinds of phrases as either adjectives or adverbs.

- Use prepositional phrases as adjectives.

a. The Renaissance was an era.

b. It was an era of great artistic and intellectual activity.

*The Renaissance was an era **of great artistic and intellectual activity**.*

- Use participial phrases as adjectives.

a. The Renaissance saw discoveries, commercial growth, and a return among scholars to classical ideas and values.

b. The Renaissance began in the fourteenth century. [-ing]

***Beginning in the fourteenth century**, the Renaissance saw discoveries, commercial growth, and a return among scholars to classical ideas and values.*

- Use infinitive phrases as adjectives.

a. Many thinkers of the day revered an artist's struggle.

b. An artist's struggle was about creating. [to]

*Many thinkers of the day revered an artist's struggle **to create**.*

- Use prepositional phrases as adverbs.

a. Some of the best painters in history lived and worked in Italy.

b. They lived there during the fifteenth and sixteenth centuries.

*Some of the best painters in history lived and worked in Italy **during the fifteenth and sixteenth centuries**.*

- Use infinitive phrases as adverbs.

a. Emperors and popes would commission these artists.

b. The commissions were for adorning palaces, churches, and tombs with their work. [to]

*Emperors and popes would commission these artists **to adorn palaces, churches, and tombs with their work**.*

**EXERCISE** Combine each cluster of sentences so that the new information (underlined) is embedded as an adjective or adverb phrase in sentence *a*. Where indicated, use the bracketed words and word parts in your combined sentences. Add commas where necessary.

**Sample** a. Leonardo da Vinci is known throughout the world.  
b. He is known for his painting.

**Revision** Leonardo da Vinci is known throughout the world for his painting.

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Continued

1. a. Leonardo was born.  
b. He was born in a village called Vinci.  
c. He was born in 1452.  
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\_\_\_\_\_
2. a. He had a talent.  
b. His talent was for painting colorful, expressive pictures.  
\_\_\_\_\_  
\_\_\_\_\_
3. a. Leonardo developed his talent.  
b. He was apprenticed to the artist Verrocchio.  
c. He was apprenticed after moving to Florence at the age of twelve or thirteen.  
\_\_\_\_\_  
\_\_\_\_\_
4. a. He set up his own shop.  
b. He set it up after close to twelve years of apprenticeship.  
\_\_\_\_\_  
\_\_\_\_\_
5. a. He then made a decision.  
b. His decision was to move to Milan.  
c. He would move to Milan to work for the duke Lodovico Sforza.  
\_\_\_\_\_  
\_\_\_\_\_
6. a. Sforza gave Leonardo a commission.  
b. Sforza admired Leonardo's talent. [-ing]  
c. The commission was for painting The Last Supper. [to]  
\_\_\_\_\_  
\_\_\_\_\_
7. a. Leonardo's *Mona Lisa* quickly became famous.  
b. His *Mona Lisa* was painted after his return to Florence years later.  
c. His *Mona Lisa* became famous for the subject's mysterious expression.  
\_\_\_\_\_  
\_\_\_\_\_

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8. a. Leonardo used a painting technique.  
 b. The technique was of contrasting light and shadow.  
 c. The technique is called *chiaroscuro*.
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9. a. He also covered his paintings with tinted varnish.  
 b. He covered his paintings with varnish to give them a hazy look.  
 c. The hazy look is known as *sfumato*.
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10. a. Leonardo pursued studies in many other fields.  
 b. The fields included mathematics, botany, and architecture. [-ing]  
 c. He pursued his studies until his death in 1519.
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